

# Montana Com

## Chart for V

	Standards	Grade
	Standard 1 – Workplace Resources – Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human	1. Manage time effectively (e.g., assignme 2. Use basic monetary skills. <a href="#">[MA - 2.4.2]</a> 3. Acquire, store, allocate, and use materia notebook). <a href="#">[TE - 1.4.1]</a> . 4. M

# Content Standards for Workplace Com

Grade 4	Grade 8	
<p>(e.g., assignment notebook, calendar).</p> <p><b>MA - 2.4.2]. SS - 5.4.5.</b></p> <p>use materials or space (e.g., supplies,</p>	<ol style="list-style-type: none"><li>1. Create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals.</li><li>2. Practice maintaining personal financial records. <b>[MA - 2.8.1]. SS - 5.8.5.</b></li><li>3. Acquire, store, allocate, and use materials or space. <b>[TE - 1.8.1; 1.8.3].</b></li><li>4. Manage and use resources effectively.</li></ol>	<p>1</p> <p>f</p> <p>2</p> <p>t</p>

# ds Integration mpetencies

	Upon Graduation	
into .8.5. 3]. 1	<ol style="list-style-type: none"><li>1. Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.</li><li>2. Use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records. <a href="#">[MA - 2.12.1; 2.12.2]</a>.</li><li>3. All...</li></ol>	

# Competencies

Standard 1 – Workplace Resources – Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.

1. Manage time effectively (e.g., assignments).
2. Use basic monetary skills. [MA - 2.4.2]
3. Acquire, store, allocate, and use materials (e.g., notebook). [TE - 1.4.1].
4. Manage personal resources.

Standard 2 – Interpersonal Workplace Skills – Students acquire and demonstrate interpersonal workplace skills.

1. Practice one's role as an active and cooperative team member, recognizing individual differences and contributing to the team's success (e.g., accountable for one's actions). **AR - 1.4.4** **WL - 1.1.1; 1.1.3.** **[WR - 3.4.2].**
2. Demonstrate a learned skill to peers (e.g., presentation). **AR - 4.4.2.** **[SL - 3.4.1; 3.4.2; 3.4.3]** **[WR - 3.4.3].**
3. Identify and practice leadership skills (e.g., team officer, class job).
4. Identify and practice negotiation skills in structured situations. **HE - 6.4.4; 6.4.5; 6.4.6.**
5. Practice basic customer and electronic communication skills (e.g., order from a menu, appropriate e-mail language).

**Standard 3 – Workplace Information –  
Students acquire and use workplace  
information.**

1. Identify a variety of sources that provide information. **TE** - 1.4.1; [3.4.2; 3.4.1]. **AR** - 6.4.3. **[LM - 5.4.2; 5.4.1]**
2. Organize information using systematic methods (e.g., by category, by book, alphabetizing, calendar). **[TE - 2.4.1; 2.4.2]**
3. Use a variety of methods (e.g., oral, written, electronic, visual, multimedia) to complete a task. **TE** - [2.4.1; 2.4.2]. **SC** - 1.4.5. **[SL - 2.4.2; 2.4.3; 3.4.1]**
4. Access and organize information from print and electronic sources. **TE** - [3.4.2]; 6.4.1; 6.4.2; 6.4.3; 6.4.4. **[LM - 5.4.2; 5.4.1]**

## Standard 4 – Workplace Systems –

1. Identify components of family, school, and community.

g., assignment notebook, calendar).  
[MA - 2.4.2]. SS - 5.4.5.  
use materials or space (e.g., supplies,

1. Create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals.
2. Practice maintaining personal financial records. [MA - 2.8.1]. SS - 5.8.5.
3. Acquire, store, allocate, and use materials or space. [TE - 1.8.1; 1.8.3].
4. Manage personal and team resources to achieve personal and team goals.

ive and cooperative team player while  
nces and cultural diversity (e.g., be  
AR - 1.4.4. HE - 6.4.2; 7.4.1.  
to peers (e.g., give a “how to” demon-  
4.1; 3.4.2; 3.4.3]. WL - 3.I.1.  
ship skills (e.g., team leader, class  
ation skills and conflict resolution in  
4; 6.4.5; 6.4.6.  
electronic etiquette (e.g., role play,  
e e-mail language).

1. Use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills). AR - 1.8.4. HE - [5.8.1; 6.8.1]; 6.8.2; [7.8.4]. [SL - 4.8.2]. [WR - 3.8.1].
2. Demonstrate a learned skill and teach others. AR - [4.8.1]; 4.8.3. [HE - 2.8.1]. [SL - 3.8.1; 3.8.2; 3.8.3; 4.8.2]. WL - 3.II.1. [WR - 3.8.3].
3. Demonstrate leadership skills by making positive use of rules, regulations and policies of schools and community.
4. Work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations. HE - 6.8.4; 6.8.5. [SL - 4.8.2].
5. Practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project). TE - 5.8.3. HE - 6.8.1; 6.8.2. [SL - 4.8.2].

that provide workplace information.  
6.4.3. [LM - 4.4.1]. RE - 4.4.2.  
systematic methods (e.g., assignment  
[TE - 2.4.1]. RE - 5.4.2. SC - 1.4.2.  
g., oral, written, graphic, pictorial,  
TE - [2.4.1]; 3.4.1. RE - [1.4.3];  
2.4.3; 3.4.1; 3.4.2]. [WR - 1.4.4].  
ation from print and electronic sources.  
; 6.4.4. [LM - 1.4.5]. RE - 4.4.6.

1. Identify the need for and obtain data in order to make informed decisions in the workplace. TE - [3.8.1; 3.8.2; 5.8.3]. [LM - 4.8.1]. RE - 4.8.2.
2. Organize and maintain written or computerized records using systematic methods. TE - 1.8.1; [5.8.2; 5.8.3]. [SC - 1.8.2].
3. Select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia). TE - [2.8.2]; 2.8.3; [3.8.1]; 3.8.2; [6.8.2]. AR - 3.8.1; 3.8.2. RE - [1.8.3; 2.8.4]; 5.8.2. SC - 1.8.5. [SL - 2.8.2; 2.8.3; 3.8.3; 3.8.4]. WR - 1.8.4; [6.8.1; 6.8.2; 6.8.3; 6.8.4].
4. Acquire, organize, communicate, process, and analyze information from print and electronic sources. TE - 1.8.1; [3.8.1; 3.8.2; 6.8.1; 6.8.2; 6.8.3; 6.8.4]. [LM - 1.8.3]. RE - 4.8.7.

ly, school, and community systems

1. Describe and illustrate a system (e.g., relationships among self, family

1. Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.

2. Use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records. [MA - 2.12.1; 2.12.2].

3. Allocate and evaluate time, materials, facilities and resources to set and achieve goals.

4. Assess skills and distribute work accordingly, evaluate performance and provide feedback toward the accomplishment of personal and team goals.

1. Practice various roles required as a member of an effective team while recognizing individual differences and cultural diversity. AR - 1.12.4. HE - [6.12.1]; 6.12.2. [WR - 3.12.2].

2. Demonstrate and teach a learned skill including performance evaluation of self and others in this process. HE - 2.12.1. [SL - 3.12.1; 3.12.2; 3.12.3]. [WR - 3.12.3].

3. Communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies. AR - 4.12.3. HE - 1.12.3. LT - [1.12.6]; 2.12.1; [4.12.3].

4. Practice and evaluate negotiating process including researching, goal setting, presenting, listening, clarifying, adjusting and compromising. HE - 1.12.4; 6.12.4. WL - 1.I.3; 1.III.3; 1.III.4.

5. Practice and evaluate positive service skills, (e.g., resolving misunderstanding, consumer complaints).

1. Gather, compile and analyze data from a variety of sources, and evaluate relevance and accuracy in making informed decisions in the workplace. TE - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 5.12.1; [5.12.2; 5.12.3]; 6.12.1; 6.12.2; [6.12.3]; 6.12.4. [LM - 4.12.1]. MA - 1.12.3. RE - 4.12.2.

2. Organize, process, analyze, and maintain written and computerized records and other forms of information using systematic methods. TE - 1.12.1; 2.12.1; 2.12.2; 2.12.3; 5.12.3; 6.12.1; 6.12.2; 6.12.3; 6.12.4.

3. Select, analyze, and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia). TE - [2.12.1]; 2.12.2; [2.12.3]. RE - [1.12.3; 2.12.4]; 5.12.2. [SL - 2.12.2; 2.12.3; 3.12.2; 3.12.3; 3.12.4]. [WR - 1.12.4; 6.12.1; 6.12.2; 6.12.3; 6.12.4].

4. Acquire, organize, communicate, process, analyze and evaluate information from print and electronic sources. TE - 1.12.1; [2.12.1; 2.12.2; 3.12.1; 3.12.2]; 5.12.2; 5.12.3. [LM - 1.12.5; 4.12.3]. [MA - 6.12.3]. RE - 4.12.7.

1. Evaluate quality and performance of a variety of systems (e.g., impact of

# Workplace C

Standard 4 – Workplace Systems – Students demonstrate an understanding of how social, organizational, and technological systems work.

1. Identify components of family, school, and community (e.g., roles, responsibilities encountered in daily life. HE - 6.4.1; 6.4.2).
2. Identify and model how components of systems interact (e.g., play, class jobs). [SC - 2.4.5].
3. Work within a system (e.g., team, study group, classroom rules, mechanical model).

Standard 5 – Workplace Technology – Students work safely with a variety of workplace technologies.

1. Identify and select information sources (e.g., print, digital, video). TE - 1.4.1; 1.4.3; [2.4.1]; 3.4.1; [4.4.1]; 5.4.1. MA - 1.4.5.
2. Solve problems both individually and with others. [1.4.2]; 6.4.3. SC - 5.4.2.
3. Prevent or identify and solve problems (e.g., safety, quality). TE - 1.4.1; 1.4.2; 1.4.3; [3.4.2; 5.4.1; 6.4.3].
4. Discriminate between responsible and irresponsible use of technology. TE - 4.4.2.
5. Identify and demonstrate appropriate career and workplace technology. TE - 1.4.1; 1.4.2; 1.4.3; 4.4.1.

Standard 6 – Workplace Readiness/Life and Career Planning – Students acquire and demonstrate skills in life and career planning and workplace readiness.

1. Describe how current learning relates to future learning and career.
2. Demonstrate positive ways of performing tasks and responsibilities.
3. Describe how decisions affect self and others.
4. Describe various lifetime roles (e.g., friend, family member).
5. Explore and discuss a variety of occupations (e.g., science) and their contributions to society.
6. Describe and demonstrate the importance of life and career planning.

## LEGEND:

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

Content Code:

AR - Arts (dark pink)

HE - Health Education

<p>ly, school, and community systems 6.4.1; 6.4.2. SS - 2.4.5; 6.4.1; 6.4.3. ponents of systems interact (e.g., role team, study group, group structure, odel).</p>	<ol style="list-style-type: none"> <li>1. Describe and illustrate a system (e.g., relationships among self, family, school, community). SC - [1.8.4]; 1.8.5.</li> <li>2. Analyze how a system works (i.e., input, process, output, feedback, performance improvement).</li> <li>3. Design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.</li> </ol>	
<p>on sources using technology. ; [4.4.1]; 5.4.2; [5.4.3; 6.4.2; 6.4.3]. ually and with others. MA - 1.4.1; e problems using technology. 5.4.1; 6.4.3; 6.4.4]. MA - 1.4.5; 6.4.3. nsible and irresponsible use of technol- ropriate care of technological tools.</p>	<ol style="list-style-type: none"> <li>1. Use technology for learning, communications, and productivity. TE - 1.8.1; 1.8.2; 2.8.1; 2.8.2; 2.8.3; 3.8.1; 3.8.2; 5.8.1; 5.8.2; 5.8.3; 6.8.1; 6.8.2; 6.8.3; 6.8.4.</li> <li>2. Use technology to observe, analyze, interpret, and draw conclusions. TE - [2.8.1]; 2.8.2; 5.8.1; 5.8.2; 5.8.3; 6.8.1; 6.8.4.</li> <li>3. Prevent or identify and solve problems using technology. [TE - 3.8.1; 5.8.1; 6.8.3; 6.8.4].</li> <li>4. Acknowledge others' rights and practice responsible use of technology. TE - 4.8.1; 4.8.2; [4.8.3].</li> <li>5. Manage and maintain technological tools and follow troubleshooting protocol. TE - 1.8.2; 1.8.3.</li> </ol>	
<p>ng relates to life and career develop- of performing work activities. ct self and others. les (e.g., friend, student, leader, worker, y of occupational clusters (e.g., health, s to society. AR - 6.4.3. [SC - 5.4.1]. e importance of personal goal setting</p>	<ol style="list-style-type: none"> <li>1. Identify how the skills taught in school subjects are used in various life roles and occupations. SC - 5.8.1.</li> <li>2. Demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs.</li> <li>3. Identify possible outcomes and consequences of decisions.</li> <li>4. Recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure.</li> <li>5. Locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias, or traditional roles. AR - 6.8.3.</li> <li>6. Explore and identify personal interests, aptitudes and abilities and develop strategies to achieve tentative life and career goals. AR - 6.8.2; 6.8.3.</li> </ol>	

“implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”



<p>y,</p> <p>erfor-</p> <p>mock</p>	<ol style="list-style-type: none"> <li>1. Evaluate quality and performance of a variety of systems (e.g., impact of technology on production). TE - [4.12.3]; 5.12.2; 5.12.3; [6.12.4]. [SC - 6.12.1; 6.12.2].</li> <li>2. Practice and analyze principles of successful system management considering external factors and planning for uncontrolled variables (e.g., balance professional and personal lives).</li> <li>3. Design, evaluate, and refine a system composed of subsystems (e.g., community service project, peer mediation, web page design). TE - [2.12.3]; 4.12.1; 4.12.2; 4.12.3; 6.12.1; 6.12.4.</li> </ol>
<p>1;</p> <p>;</p> <p>y.</p>	<ol style="list-style-type: none"> <li>1. Choose procedures and technology to complete a task. TE - 1.12.1; 2.12.1; 2.12.3; 5.12.1.</li> <li>2. Create new knowledge by evaluating, combining, and extending information using multiple technologies. TE - 1.12.1; 2.12.1; 2.12.2; [3.12.1]; 5.12.3; [6.12.2; 6.12.4].</li> <li>3. Prevent or identify and solve problems using technology. TE - [5.12.1]; 5.12.2; 5.12.3; [6.12.4].</li> <li>4. Practice and advocate ethical behavior in the use of technology. TE - 4.12.1; 4.12.2; [4.12.3].</li> <li>5. Manage and maintain technological systems and follow troubleshooting protocol. TE - 1.12.3; [3.12.1].</li> </ol>
<p>fe</p> <p>era-</p> <p>ily,</p> <p>-</p> <p>8.3.</p>	<ol style="list-style-type: none"> <li>1. Describe how skills developed in academic and occupational programs relate to life and career planning. AR - 6.12.2; 6.12.3.</li> <li>2. Display workplace readiness skills (e.g., responsibility, sociability, self-management, job-seeking skills). [LT - 3.12.3].</li> <li>3. Demonstrate decision-making and problem-solving skills.</li> <li>4. Describe and evaluate life and career choices and the effect on family and lifestyle.</li> <li>5. Discuss and demonstrate strategies to overcome bias and stereotyping in the workplace.</li> <li>6. Develop, evaluate, and adjust life and career plans.</li> </ol>

“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

**LEGEND:**

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

Content Code:

AR - Arts (dark pink)

HE - Health Education

ML - Media Literacy (blue)

RE - Reading Education

TE - Technology (purple)

WP - Workplace Competencies

User Code:

WP 1.4.2 = Workplace Competencies, Standard 1.4.2



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implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

Health Enhancement (black)

Reading (blue)

Workplace Competencies (yellow)

standard 1, Grade 4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)



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on

“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

ue) MA - Math (green)

s (gold) SL - Speaking and Listening (blue)

e)

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